

Reading Recovery in New Hampshire NECAP Research Report

February 2009



- **Reading Recovery® is an early intervention designed to prevent long-term reading difficulties by providing intensive instruction to first-graders who are having the greatest difficulty learning to read and write.** As a pre-referral intervention, Reading Recovery can serve as a strong component of a school or district's Response-to-Intervention (RTI) program, and can help reduce the need for retention-in-grade or long-term Special Education services.

Reading Recovery students who reach grade level within 20 weeks discontinue their lessons and continue to develop their skills within their regular classroom program. Nationwide and in New Hampshire, approximately 70-80% of students who complete Reading Recovery reach grade level within 12-20 weeks. The other 20-30% make progress but not enough to reach grade level, and are recommended for longer-term support services. For these children, Reading Recovery serves as a pre-referral, diagnostic intervention.

Reading Recovery teachers spend half of their day teaching Reading Recovery students, and the other half teaching students at all grade levels such as Title 1 teachers, reading specialists, special educators, and part-time classroom teachers. In 2007-2008, Reading Recovery teachers in New Hampshire served 746 Reading Recovery students and an additional 2,908 students in their other roles.

- **Reminder: the Reading Recovery students reported in this document represent the lowest 20% of the first grade population.**

Given where these students began in first grade, their progress is remarkable.

"...found it [Reading Recovery] to be a most effective way to help students learn to read, and to give them the tools to read at a level that would keep them off Title One and Special Education rosters."

Allan Pullman, Principal, Sunapee Central School

Is there national evidence that Reading Recovery is an effective intervention?

Educational research on the effectiveness of Reading Recovery was reviewed by the US Department of Education's What Works Clearinghouse (WWC) in March 2007 as part of a review of research of 153 early intervention programs. Reading Recovery's research received the highest rating of all the programs for showing evidence of positive effects on children's "general reading achievement." WWC also concluded that Reading Recovery research provided evidence of positive effects on the subcomponents of reading: alphabets (phonemic awareness, phonics, letter identification), fluency, and comprehension and vocabulary. (<http://ies.ed.gov/ncee/wwc>)

New Hampshire Reading Recovery 3rd Grade NECAP Reading Study

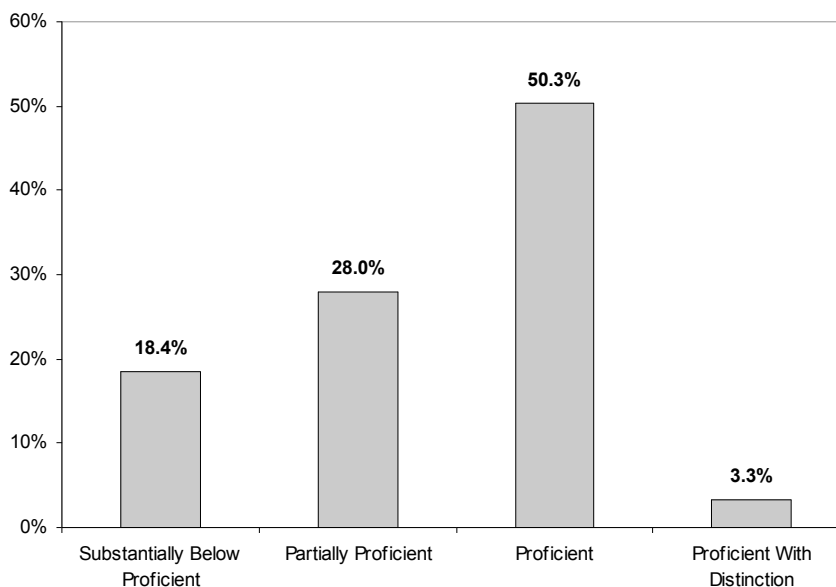
This report examines New Hampshire Reading Recovery 3rd grade NECAP Reading Scores from 2007-2008 to see how well children scored on the NECAP reading test two years after having been in Reading Recovery. We received third grade NECAP scores for 57% of the original cohort (485 of 856 students).

- The 2005-2006 New Hampshire Reading Recovery cohort included 856 students. Most (82%) participated in the full series of lessons before the school year ended. Of those who completed the lessons, 71% reached grade level while in Reading Recovery (discontinued), and 29% were recommended for further support.
- **Of the 305 Reading Recovery students who reached grade level while in Reading Recovery, 95% scored partially proficient or above, and 67% scored proficient or proficient with distinction. This suggests that the majority of children who reached grade level in Reading Recovery were able to maintain their gains into third grade.**

Reading Recovery Students in New Hampshire: 3rd Grade NECAP Reading Scores (2007-2008)

The graph below shows third grade NECAP Reading scores from all of the 485 Reading Recovery students in the NECAP sample.

Third Grade Reading NECAP Scores for RR Students in New Hampshire (n=485)



More than three-quarters of the Reading Recovery students (82%) scored at Partially Proficient or above on the test.

Half of former Reading Recovery students (54%), scored in *Proficient* or *Proficient With Distinction*.

Eighteen percent of the students scored *Substantially Below Proficient*.

- **Students who discontinued from Reading Recovery (n=305)**
 - 67% of discontinued students scored *Proficient/Proficient With Distinction*, 29% scored *Partially Proficient*.
 - 5% scored *Substantially Below Proficient*.
- **Students who were Recommended Action from Reading Recovery (n=124)**
 - 24% of recommended students scored *Proficient/Proficient With Distinction*, 27% scored *Partially Proficient*.
 - 49% scored *Substantially Below Proficient*.